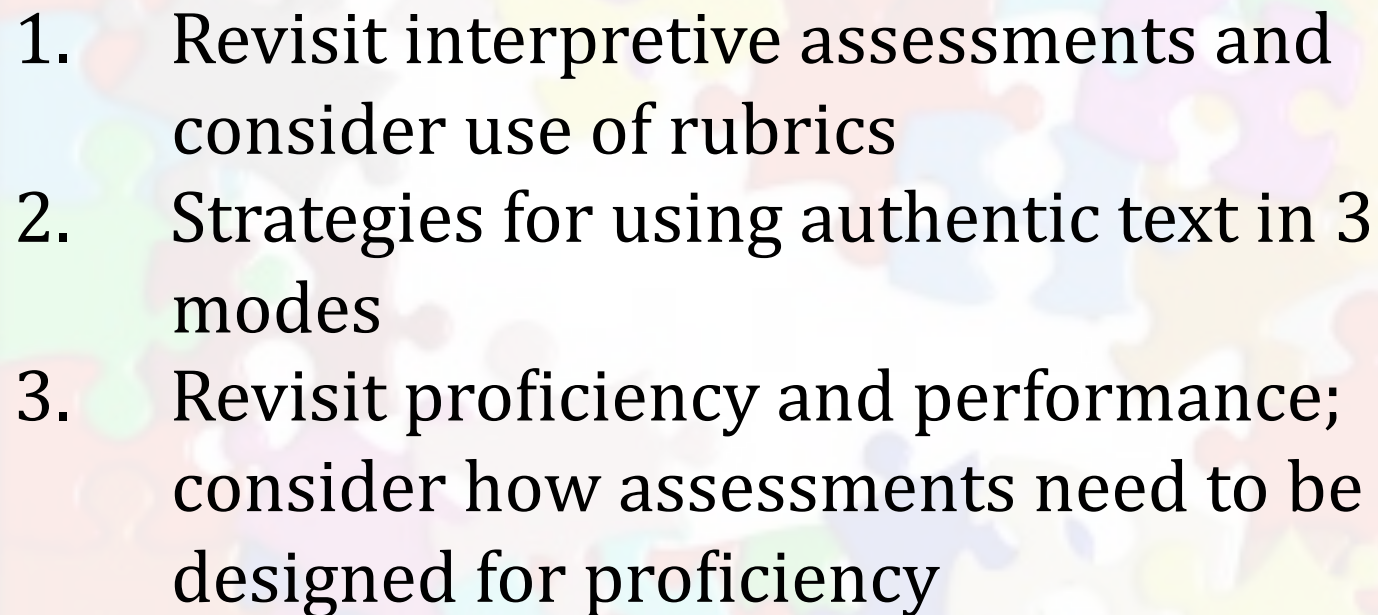


# Topics to address:



- 
1. Revisit interpretive assessments and consider use of rubrics
  2. Strategies for using authentic text in 3 modes
  3. Revisit proficiency and performance; consider how assessments need to be designed for proficiency

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Keys to Planning for Learning: Effective Curriculum, Unit and Lesson Design

<http://www.actfl.org/publications/books-and-brochures/the-keys-planning-learning>

**September 2015**

Powerpoint	
NCSSFL-ACTFL Can Do Statements	 <b>NCSSFL-ACTFL Global Can-Do Benchma...</b> <a href="#">Details</a> <a href="#">Download</a> 421 KB
PERA Presentational	 <b>PERA Presentational Writing Grid.docx</b> <a href="#">Details</a> <a href="#">Download</a> 82 KB
PERA Interpersonal	 <b>Draft PERA Interpersonal Grid.docx</b> <a href="#">Details</a> <a href="#">Download</a> 90 KB
ACTFL IPA Interpretive Rubric	 <b>Integrated Performance Assessment Inte...</b> <a href="#">Details</a> <a href="#">Download</a> 13 KB
Individual Rubrics	 <b>Individual Rubrics ACTFL IPA INTERPRE...</b> <a href="#">Details</a> <a href="#">Download</a> 118 KB
Sample - Day of the Dead Reading	 <b>LT Day of the Dead Reading.docx</b> <a href="#">Details</a> <a href="#">Download</a> 126 KB

# ACTFL IPA INTERPRETIVE TASK COMPREHENSION GUIDE

3

- ❑ Key Word Recognition (*English to Target Language*)
- ❑ Main Idea(s)
- ❑ Supporting Details
- ❑ Organizational Features
- ❑ Guessing Meaning from Context (*TL to English*)
- ❑ Inferences
- ❑ Author's Perspective
- ❑ Comparing Cultural Perspectives
- ❑ Personal Reaction to the Text

Adapted from: ©2013 Implementing Integrated Performance Assessment

# IPA Interpretive Comprehension

## Literal Comprehension

4

	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Word Recognition</b>	Identifies all key words appropriately within context of the text.	Identifies majority of key words appropriately within context of the text.	Identifies half of key words appropriately within the context of the text.	Identifies a few key words appropriately within the context of the text.
<b>Main Idea Detection</b>	Identifies the complete main ideas(s) of the text.	Identifies the key parts of the main ideas(s) of the text but misses some elements.	Identifies some part of the main idea(s) of the text.	May identify some ideas from the text but they do not represent the main idea(s).
<b>Supporting Detail Detection</b>	Identifies all supporting details in the text and accurately provides information from the text to explain these details.	Identifies the majority of supporting details in the text and provides information from the text to explain some of these details.	Identifies some supporting details in the text and may provide limited information from the text to explain these details. Or identifies the majority of supporting details but is unable to provide information from the text to explain these details.	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.



# IPA Interpretive Comprehension

## Figurative Comprehension

5	Strong Comprehension	Meets Expectations	Approaching Expectations	Minimal Comprehension
<b>Organizational Features</b>	Identifies the organizational feature(s) of the text and provides an appropriate rationale.	Identifies the organizational feature(s) of the text; rationale misses some key points.	Identifies in part the organizational feature(s) of the text; rationale may miss some key points. Or, identifies the organizational feature(s) but rationale is not provided.	Attempts to identify the organizational feature(s) of the text but is not successful.
<b>Guessing Meaning from Context</b>	Infers meaning of unfamiliar words and phrases in the text. Inferences are accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although some may not be accurate.	Infers meaning of unfamiliar words and phrases in the text. Most of the inferences are plausible although many are not accurate.	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.
<b>Inferences</b>	Infers and interprets the text's meaning in a highly plausible manner.	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.	Makes a few plausible inferences regarding the text's meaning.	Inferences and interpretations of the text's meaning are largely incomplete and/or not plausible.
<b>Author's Perspective</b>	Identifies the author's perspective and provides a detailed justification.	Identifies the author's perspective and provides a justification.	Identifies the author's perspective but justification is either inappropriate or incomplete.	Unable to identify the author's perspective.
<b>Cultural Perspectives</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.	Identification of cultural perspectives/norms is mostly superficial or lacking. And/or connection of cultural practices/products to perspectives is superficial or lacking.

# La adicción a las compras

6



**LA ADICCIÓN A LAS COMPRAS** es un impulso incontrolable para adquirir objetos inútiles o innecesarios. La gratificación deriva, más que de la utilidad de los productos, del propio proceso de comprar. Este consumo, no planificado, va más allá de las posibilidades económicas de la persona y le lleva a tener un exceso en sus gastos e incluso a generar deudas.

Entre las causas que mueven a comprar de forma desmesurada no se encuentra la necesidad, sino un descontrol de los impulsos y un pensamiento irracional que surge de una necesidad emocional, de la falta de autoestima, de un vacío o de la imposibilidad de soportar frustraciones y problema.

Shopping addiction is an uncontrollable impulse to acquire useless or unnecessary objects. Gratification is derived, not from the utility of the products, but from the act of buying. This unplanned consumption goes beyond the economic possibilities of the person and leads him to have an excess in expenditures and even generate debts.

Among the causes that move disproportionately to buy is not a necessity but a lack of control of impulses and irrational thought that arises from an emotional need, lack of self-esteem, a vacuum or inability to withstand frustrations and problem.

# Key Word Recognition

7

**Find the following Spanish words in the article.**

1. impulse
2. useless
3. vacuum
4. tolerate
5. unplanned
6. among the causes
7. self-esteem
8. necessity

<b>Strong Comprehension</b>	<b>10</b>	Identifies all key words appropriately within context of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies majority of key words appropriately within context of the text.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of key words appropriately within the context of the text.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies fewer than half of key words appropriately within the context of the text.
<b>No Comprehension</b>	<b>5</b>	Does not identify any of the words appropriately within the context of the text.

# Main Idea

8

**What is the main idea of this article? Answer in English.**

<b>Strong Comprehension</b>	<b>10</b>	Identifies the complete main ideas(s) of the text.
<b>Meets Expectations</b>	<b>9</b>	Identifies the key parts of the main ideas(s) of the text but misses some elements.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some parts of the main idea(s) of the text.
<b>Minimal Comprehension</b>	<b>7</b>	May identify some ideas from the text but they do not represent the main idea(s). They are supporting details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

# Supporting Details

9

Check each detail that is mentioned in the article (not all are included). Copy the information that is given for each detail you have checked.

- \_\_\_1. Those who shop to excess often incur debt. \_\_\_\_\_
- \_\_\_2. Compulsive shoppers shop out of emotional necessity. \_\_\_\_\_
- \_\_\_3. Compulsive shoppers usually buy more and more each time. \_\_\_\_\_
- \_\_\_4. Shopping gives some people a rush of adrenaline. \_\_\_\_\_
- \_\_\_5. Compulsive shoppers have trouble dealing with frustrations and problems. \_\_\_\_\_
- \_\_\_6. Compulsive shoppers buy items that are not needed. \_\_\_\_\_

<b>Strong Comprehension</b>	<b>10</b>	Identifies all supporting details in the text and accurately provides information from the text to support these details.
<b>Meets Expectations</b>	<b>9</b>	Identifies the majority of supporting details in the text and provides information from the text to support some of these details.
<b>Approaching Expectations</b>	<b>8</b>	Identifies half of the supporting details in the text and may provide limited information from the text to support these details.
<b>Minimal Comprehension</b>	<b>7</b>	Identifies a few supporting details in the text but may be unable to provide information from the text to explain these details.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

# Guessing Meaning from Context

10

Based on this text, write what the following words/expressions probably mean. Give your answer in English.

1. la gratificación **deriva**
2. un **pensamiento** irracional
3. **la falta** de autoestima
4. tener un **exceso**
5. generar **deudas**
6. **soportar** frustraciones

<b>Strong Comprehension</b>	<b>10</b>	Infers meaning of all unfamiliar words and phrases in the text. Inferences are accurate.
<b>Meets Expectations</b>	<b>9</b>	Infers meaning of more than half of unfamiliar words and phrases in the text. The inferences are plausible although some may not be accurate.
<b>Approaching Expectations</b>	<b>8</b>	Infers meaning of half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
<b>Minimal Comprehension</b>	<b>7</b>	Infers meaning of less than half of unfamiliar words and phrases in the text. The inferences are plausible although many are not accurate.
<b>No Comprehension</b>	<b>5</b>	Inferences of meaning of unfamiliar words and phrases are largely inaccurate or lacking.

# Inferences

11

Is the author critical of or understanding of the shoppers he describes in the article? Support your answer with evidence from the text. Give your answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Infers and interprets the text's meaning using clear evidence from the text.
<b>Meets Expectations</b>	<b>9</b>	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
<b>Approaching Expectations</b>	<b>8</b>	Makes a few plausible inferences regarding the text's meaning.
<b>Minimal Comprehension</b>	<b>7</b>	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.

# Cultural Perspectives

12

What have you learned about the target language culture from this article? Would this article have been different if it had been written for a US audience? Give your answer in English.

<b>Strong Comprehension</b>	<b>10</b>	Identifies cultural perspectives/norms accurately. Provides a detailed connection of cultural products/practices to perspectives.
<b>Meets Expectations</b>	<b>9</b>	Identifies some cultural perspectives/norms accurately. Connects cultural products/practices to perspectives.
<b>Approaching Expectations</b>	<b>8</b>	Identifies some cultural perspectives/norms accurately. Provides a minimal connection of cultural products/practices to perspectives.
<b>Minimal Comprehension</b>	<b>7</b>	Identification of cultural perspectives/norms is mostly superficial or lacking And/or connection of cultural practices/products to perspectives is superficial or lacking.
<b>No Comprehension</b>	<b>5</b>	Does not provide a response.



# Blog post written by Frank Coronado



Por primera vez fui al panteón de Xoxocotlán, Oaxaca. Lo hice el 31 de octubre por la noche acompañado de amigos que me visitaron durante estos días de fiesta, la experiencia resultó muy agradable, puesto que desde las 8 de la noche comenzó a llegar gente a ver las tumbas que habían sido limpiadas y decoradas desde temprano por los familiares de los difuntos. El de Xoxocotlán es un panteón muy grande y se caracteriza por ser uno de los más concurridos en esos días, en el que flores de muchos tipos y una gran cantidad de veladoras otorgaron al cementerio la mística inigualable con la que en México recibimos a nuestros muertos.

Esta no fue mi única experiencia para celebrar el día de muertos, también decidí que quería involucrarme más en las fiestas y tradiciones de Oaxaca y fue así que me animé por hacer mi primer altar de muertos dedicado a mis dos abuelas: Lala y Tete. Fue muy divertido todo el proceso, desde ir al mercado a conseguir los elementos que previamente había investigado que necesitaría, hasta escuchar a mis papás compartiendo anécdotas muy interesantes de sus mamás mientras hacíamos un recuento de sus comidas favoritas y poderlas poner en el altar.

# Blog post written by Frank Coronado

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For the first time I went to the cemetery of Xoxocotlan, Oaxaca. I did the October 31 evening accompanied by friends who visited me during these holidays, the experience was very nice, as from 8 pm people started coming to see the graves that had been cleaned and decorated from early relatives of the deceased. The Xoxocotlán is a very large cemetery and is known for being one of the busiest in those days, in which flowers of many kinds and a lot of candles gave the cemetery unmatched mystique that in Mexico we received our dead .

This was not my only experience to celebrate the Day of the Dead, I also decided I wanted to get more involved in the celebrations and traditions of Oaxaca and was so I decided to make my first dead altar dedicated to my two grandmothers: Lala and Tete. It was fun all the way from going to the market to get the items that had previously investigated would need, to listen to my parents sharing interesting stories of their mothers while doing a count of your favorite foods and they could be put on the altar.

# Part 1 – Literal Comprehension

**Key Words** - Find these words in Spanish from the text.

- |                      |                    |
|----------------------|--------------------|
| 1. first time        | 5. sharing         |
| 2. have been cleaned | 6. to get involved |
| 3. characterized by  | 7. lots of fun     |
| 4. many types        | 8. previous        |

**Supporting Details** - What happens in this blog post? Check each detail that is mentioned in the article. Not all details are included. Copy the information in Spanish that is given for each detail you have checked.

- \_\_\_ 1. Frank was able to attend a Day of the Dead celebration.
- \_\_\_ 2. The cemetery in Oaxaca is large and busy for this holiday.
- \_\_\_ 3. The cemetery is decorated with flowers and candles.
- \_\_\_ 4. Frank helped to clean and decorate the graves.
- \_\_\_ 5. The cemetery closed for the night at 8:00 pm.
- \_\_\_ 6. Frank's family went to the cemetery with him.
- \_\_\_ 7. Frank was also able to make an altar dedicated to his grandmothers.
- \_\_\_ 8. His parents told him stories about his grandmothers.

**Main Idea** - What would you name this blog post? Explain why this is a good choice using information from the text to justify your choice. Give your answer in English.

# Literal Comprehension Rubric

## Literal Comprehension - Key Word, Main Idea, Supporting Details

Strong Comprehension	10	Identifies all key words/details/ideas appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words/details/ideas appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words/details/ideas appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words/details/ideas appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words/details/ideas appropriately within the context of the text or does not respond.

# Interpretive Comprehension

**Meaning from Context** - Based on this text, write what the following words/expressions probably mean. Give your answer in English.

- |                                   |  |
|-----------------------------------|--|
| 1. <b>acompañado</b> de amigos    | 4. los familiares de <b>los difuntos</b> |
| 2. mi <b>única</b> experiencia    | 5. <b>previamente</b> había investigado  |
| 3. <b>conseguir</b> los elementos | 6. más <b>concurridos</b> en esos día    |

**Inferences** – What is the author's opinion of Day of the Dead? Support your answer with evidence from the text. Give your answer in English.

**Cultural Perspectives** - What have you learned about cultural products, practices, and perspectives from this article? Be sure to include perspectives. Give your answer in English.

# Interpretive Comprehension

## Interpretive Comprehension - Organizational Features, Guessing Meaning from Context, Inferences, Author's Perspective, Comparing Cultural Perspectives, Personal Reaction to the Text

Strong Comprehension	10	Infers and interprets the text's meaning using clear evidence from the text.
Meets Expectations	9	Infers and interprets the text's meaning in a partially complete and/or partially plausible manner.
Approaching Expectations	8	Makes a few plausible interpretations and inferences regarding the text's meaning.
Minimal Comprehension	7	Inferences and interpretations of the text's meaning are incomplete and/or not supported by evidence from the text.
No Comprehension	5	Does not provide a response.

# Interpretive Listening

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## French



What do you know about Albam? Check all that apply.

- ☐ She is a professor.
- ☐ She is 24.
- ☐ She does not have children.
- ☐ She likes sports.
- ☐ She often goes to the gym.
- ☐ She lives in Paris.

Are you likely to be friends with Albam?  
Why or why not? Justify your answer with  
information from the text.

## Spanish



What do you know about Sergio? List 3 things.

- 1.
- 2.
- 3

What one question might you ask to get to know him better?

# Literal Comprehension Rubric

Literal Comprehension - Key Word, Main Idea, Supporting Details		
Strong Comprehension	10	Identifies all key words/details/ideas appropriately within context of the text.
Meets Expectations	9	Identifies majority of key words/details/ideas appropriately within context of the text.
Approaching Expectations	8	Identifies half of key words/details/ideas appropriately within the context of the text.
Minimal Comprehension	7	Identifies fewer than half of key words/details/ideas appropriately within the context of the text.
No Comprehension	5	Does not identify any of the words/details/ideas appropriately within the context of the text or does not respond.



# Interpretive Mode

Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



# Interpretive Communication is.....

using content clues

considering only reader's perspective

annotated vocabulary lists

listening for a purpose

learning vocabulary in context

answering questions about trivial details

considering author's perspective

translation

understanding gist

reading word for word

predicting

# Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

# Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



# Presentational communication is.....



# Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

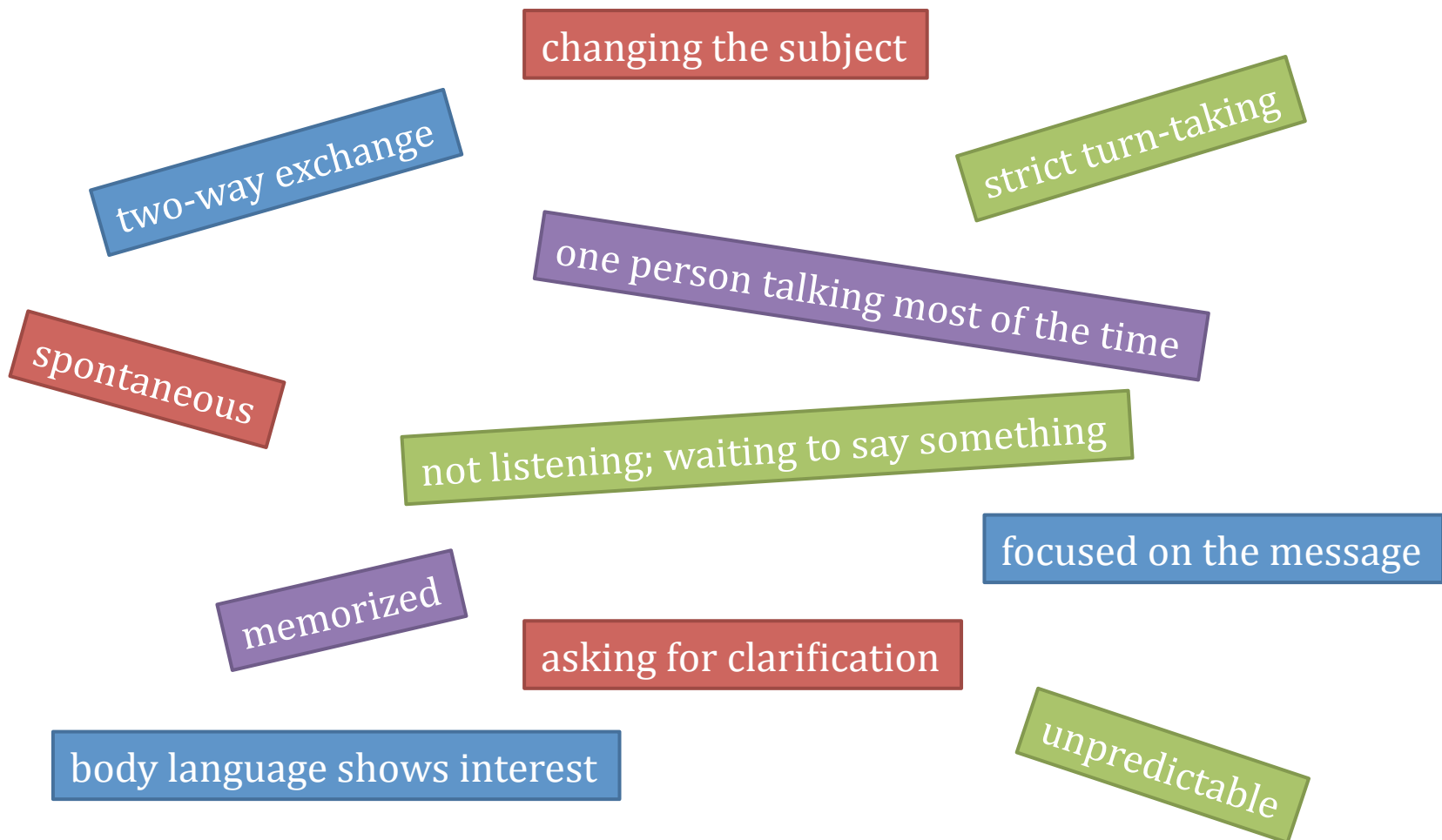
# Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.





# Interpersonal Communication is.....





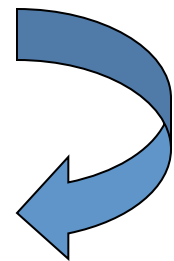
# Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

# ACTFL Integrated Performance Assessment

## **Interpretive**

Students listen to, read and / or view an authentic text and answer information as well as interpretive questions to assess comprehension. The teacher provides students with feedback on performance.



## **Presentational**

Students engage in the presentational mode by sharing their research/ ideas/opinions. Samples presentational formats: speeches, drama, skits, radio broadcasts, posters, brochures, essays, websites, etc.

## **Interpersonal**

After receiving feedback students engage in communication about a particular topic which relates to the interpretive text.



# Personal and Public Identities: The Faces of Me

31

Throughout this unit, students will have the opportunity to consider and explain who they are, the activities they participate in and how they interact with others. They will then learn about and reflect on character and personality traits and will be able to describe their behaviors and attitudes in terms of their personal and public identities. They will examine well known self portraits and consider why self portraits exist comparing the selfies of today to the portraits of the past. Finally, they will consider the impact of stereotyping in their own lives and consider how the media contributes to stereotyping. They will create and share a multimedia product that highlights influences on their identity sharing elements of their inner and outer selves.



# Performance Tasks

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

32

<u>Interpretive Mode</u>	<u>Interpretive Mode</u>	<u>Interpretive Mode</u>
Read biographical and/or autobiographical texts and demonstrate comprehension using the IPA Interpretive Comprehension Guide.	Read article/infographic on phenomenon of selfie and demonstrate comprehension.	Watch video and/or read article on stereotypes and complete a graphic organizer.

What determines a person's identity?  
Who is the "real" me?

# Performance Tasks

Do the tasks match the targeted performance level?

Do they allow students to address the essential question in some way?

33

## Presentational Mode

### **“On Demand”**

Explain who you are in terms of your public and personal identity. Comment on how your identity changes in different situations. How does your personality change in different situations? What might you change about your inner self? your outer self? if it was easy to change? Why would you make that change?

### **Project-based**

Create a product that can be shared with others, one that captures your personal and public identity. Consider how others perceive you. Compare your inner and outer self to others.

- outer cover of a book, inside content
- outer mask, inner mask
- two voice poem between your inner and outer self

## Interpersonal Mode

Students pair to discuss what they have learned about personal and public identities. They comment on character traits sharing those that they value the most and commenting on how they identify those traits in others. Finally, they ask for and share their opinions on selfies sharing their favorite selfie and explaining the moment when it was taken.

What determines a person's identity?  
Who is the “real” me?

# Selecting Authentic Text

## **Novice Range Interpretive Proficiency**

Understands words, phrases, and formulaic language that have been practiced and memorized to get meaning of the main idea from simple, highly-predictable oral or written texts,

**with strong visual support.**

### **Is the text:**

- Intrinsically interesting, rich in ideas?
- Cognitively engaging, intellectually challenging?
- Communicatively purposeful, relevant to the learner?
- One that explores an aspect of the essential question?

# Capturing Learner Interest

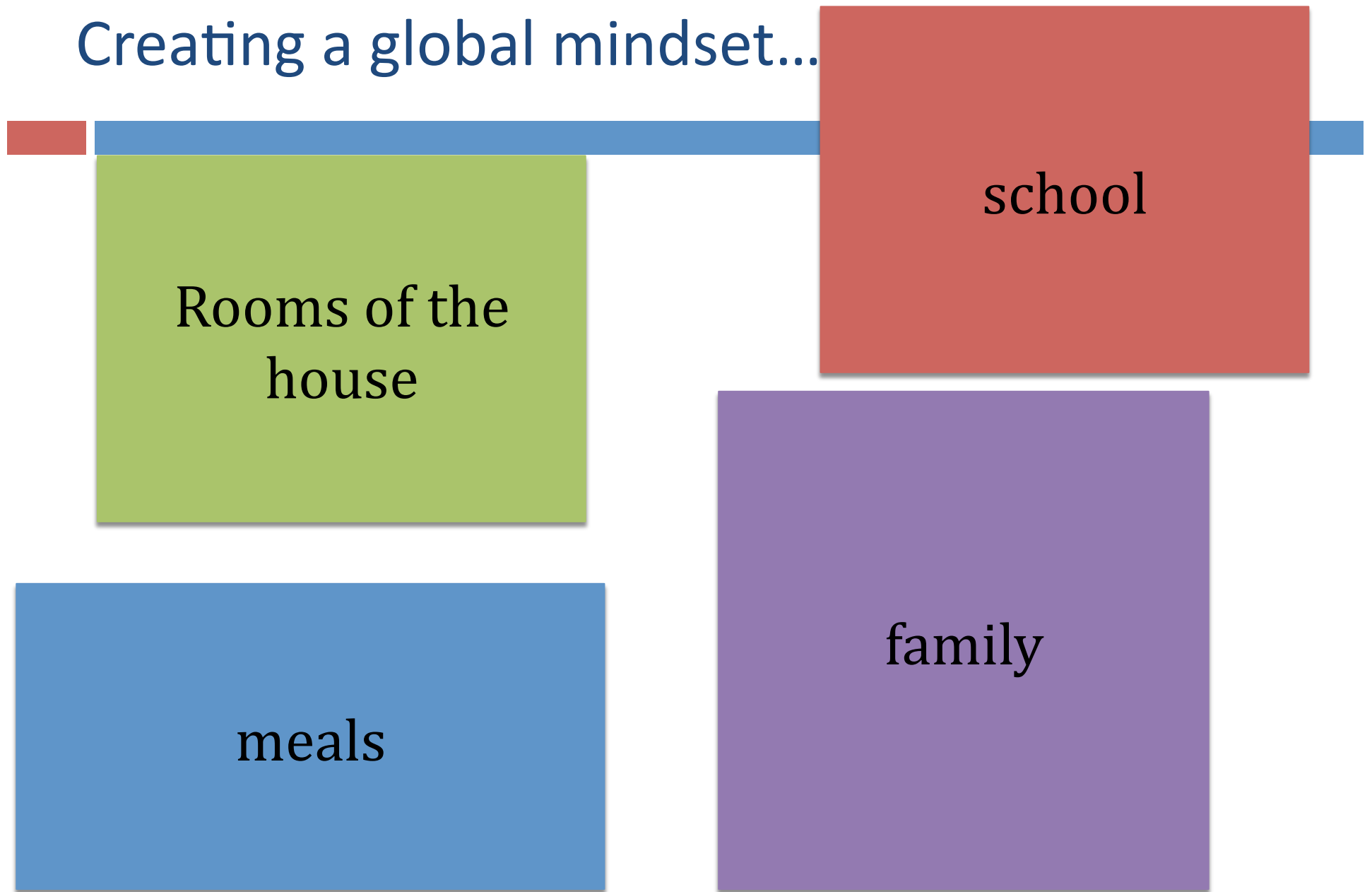
## Lead with Culture

Ready to go to the beach for a day???

### **Authentic Text**

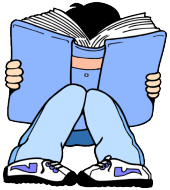
- is written by native speakers for native speakers
- provides visual support
- is culturally rich
- provides models of correct language

# Creating a global mindset...





# Getting the most out of a text



- How can you best use this text in the **interpretive** mode?



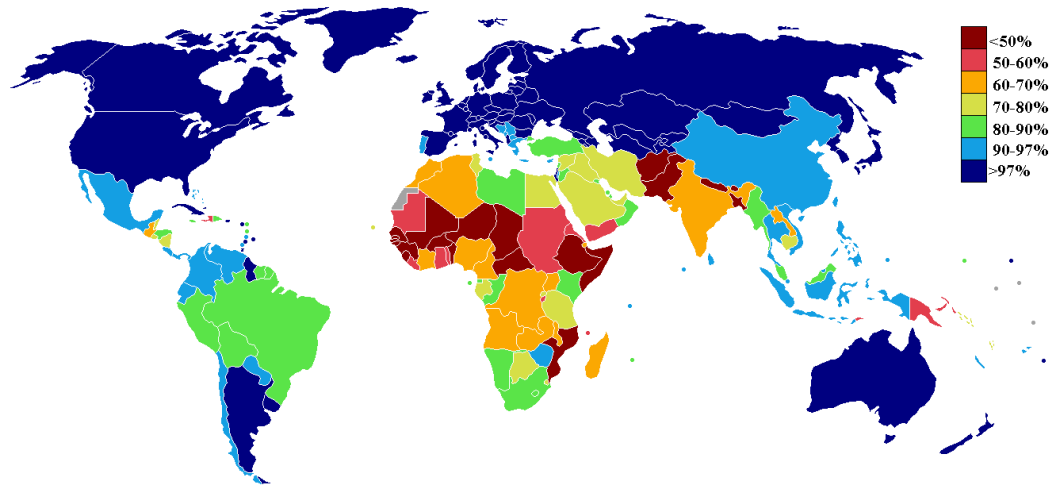
- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

# Global Challenges: Education

*Why can't all children go to school?*



# Un enfant réalise son rêve grâce à une photo



# *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Students write questions in target language that are answered in the text.

Daniel Cabrera a 9 ans. Il vit aux Philippines, un pays d'Asie du Sud-Est, situé à plus de 11 000 kilomètres de la France. Les Philippines sont constituées de plus de 7 000 îles. Daniel vit à Cebu, une île située au centre de l'archipel philippin.



# *Daniel fait ses devoirs dans la rue, à la lumière d'un magasin.*



Students select 3-4 important words and explain why.

Que nous montre cette photo?

Daniel est assis dans la rue, la nuit est tombée ; il a posé son cahier sur un tabouret et il fait ses devoirs à la lumière d'un fast-food, près de chez lui. Le petit garçon est très déterminé, il veut devenir policier... et médecin. Il sait que pour réussir il lui faut aller à l'école. Daniel est d'autant plus motivé qu'il vit dans un pays très pauvre : 1 Philippin sur 4 vit dans un bidonville, et n'a pas toujours de quoi manger. Beaucoup de petits Philippins travaillent ou mendient au lieu d'aller à l'école.

# *Inferencing*



1. What is going on in this picture
2. What do you see that makes you say that?
3. What more can we find?



# Explain the images....



# Que font-ils cet été ? Abass, 7 ans, Sénégalais

Voici Abass, un Sénégalais de 7 ans qui habite à Dakar, la capitale du Sénégal. Il parle le wolof, la langue la plus courante au Sénégal. Mais il maîtrise aussi très bien le français. Dans son pays, les vacances durent trois mois: la chance!

Here's Abass, a Senegalese who is 7 years old who lives in Dakar, capital of Senegal. He speaks Wolof, the most common language in Senegal. But he also speaks French very well. In his country, the holidays last three months: luck!

## Mot du jour : Sénégal

Le Sénégal est un pays de l'Afrique de l'Ouest. Il longe l'océan Atlantique. Il est entouré par la Mauritanie, le Mali, la Guinée et la Guinée-Bissau. À l'intérieur de ses terres, se trouve un tout petit pays, la Gambie. Au Sénégal, il y a 14 millions d'habitants.



# Que font-ils cet été ? Abass, 7 ans, Sénégalais

**Abass, est-ce que tu as des vacances cet été ?**

Oui, mes vacances durent 3 mois. De juillet à septembre. C'est pareil pour la plupart des enfants sénégalais.

**Que fais-tu pendant ces vacances ?**

Comme toutes les vacances, je vais chez ma mémé qui habite à deux minutes de chez moi. Là-bas, c'est bien car il y a aussi mes cousins et mes cousines et on fait plein de jeux. On se lève vers 9 heures, on regarde des dessins animés en attendant que ma mémé prépare le petit déjeuner. Après, je me lave, je m'habille, et avec mes cousins, on va au cours de Coran (Abass est musulman). C'est obligatoire. Au retour, on se lave les mains, on déjeune et on fait une petite sieste. Puis, on joue, on dîne et le soir, je reste un peu avec les adultes au salon où je finis par m'endormir.

# Que font-ils cet été ? Abass, 7 ans, Sénégalais

## **Abass, do you have a vacation this summer?**

Yes, my holidays last 3 months. From July to September. It's the same for most Senegalese children.

## **What do you do during the holidays?**

Like all holidays, I go to my grandma who lives two minutes from my home. It's great there because my cousins are also there play lots of games. We get up around 9 am, we watch cartoons while waiting for my grandma to fix breakfast. Afterwards, I wash, get dressed, and I go with my cousins to the Quran class (Abass is Muslim). It's obligatory. When we return, we wash our hands, we eat lunch and take a nap. Then we play, dine and in the evening, I stay with the adults in the living room for a little while where I end up falling asleep.

# Que font-ils cet été ? Abass, 7 ans, Sénégalais

## **Quelles sont tes activités favorites, pendant l'été?**

J'adore le foot de quartier et les sorties à la plage avec toute ma famille. J'aime aussi jouer aux billes et aller jouer aux jeux vidéos au centre commercial près de chez moi.

## **Quel temps fait-il, chez toi, l'été?**

Au Sénégal, il fait très chaud et on a du soleil toute la journée. Le soir, il fait un peu plus frais.

## **Quels sont tes plats préférés pendant les vacances?**

J'aime bien manger le thiéboudienne et le mafé qui sont des plats de mon pays. J'aime bien aussi les pizzas et les mangues. En boisson, ce que je préfère, c'est le bouye (jus avec la pulpe du fruit du baobab) et le bissap (à base de fleurs d'hibiscus) ; mais pas le jus de gingembre, car c'est trop fort pour moi.

## **Pour finir, peux-tu dire une petite phrase en wolof pour les lecteurs d'1jour1actu?**

« *Yaroulène té déguale sène pape ak sène yaye niom rek nio kham li bakh si yène* », ce qui signifie en français: «Écoutez vos papas et vos mamans car eux seuls savent ce qui est bon ou mauvais pour les enfants! »

<http://1jour1actu.com/monde/que-font-ils-cet-ete-abass-7-ans-senegalais-65837/>

# Explain the images....



Laura Terrill



# Brainstorm vocabulary, create questions



<http://actualidad.rt.com/sociedad/view/118840-selfie-peligroso-telefono-foto-video-toros>

# Before Reading: Prediction



- Students write:
  - headline
  - photo caption
  - first paragraph or lines of article
- Students then share what they have written with other students/groups. Students predict which version is most likely.
- Students read the actual article and compare.
- They add useful vocabulary to personal vocabulary.

# During reading



- Students read the actual article and compare to their versions.
- They work with ACTIVE strategies as they read.
- They add useful vocabulary to personal vocabulary.

## ACTIVE

Ask questions, make connections, track down most important words or ideas, make inferences, visualize, extend their learning

# El video más peligroso: un joven se graba mientras es perseguido por toros

**Un joven en EE.UU. capturó en su teléfono inteligente el momento en el que estaba siendo perseguido por varios toros mientras participaba en un encierro.**

El chico, llamado Christian, presume de haberse tomado el '[selfie](#)' más peligroso que se haya capturado jamás. El muchacho decidió filmarse a sí mismo con su teléfono móvil mientras participaba en el Houston Bull Run, un evento que se celebra en Texas y que recuerda a los encierros que tienen lugar durante las fiestas de San Fermín en Pamplona, España.

Uno de los espectadores fotografió al muchacho en el momento en el que el joven corría y se grababa, y colgó la imagen en el portal [Reddit](#). Más adelante, otro internauta compartió un enlace al vídeo que grabó Christian con su 'smatphone'.



# Extend to other modes



## Interpersonal

- ❑ Role play an interview with this young man.
- ❑ Share your opinions about the actions of this person. Talk over the “dangerous” things you have done.

## Presentational

- ❑ Write the comments you would include on any social media site where you saw this picture.
- ❑ Tweet to call attention to this event.

# Cumpleaños con un gusto especial



# Cumpleaños con un gusto especial

- ❑ Pensar en el cumpleaños
- ❑ Emoción y adrenalina
- ❑ Viajes y recuerdos
- ❑ Fiesta con amigos

Puedes celebrar un cumpleaños extremo, pidiendo que te regalen esa experiencia con la que sueñas desde niño. Las opciones son muchas. Las más comunes son paracaidismo, parapente, montañismo o alguna actividad acuática. También puedes generar un poco de adrenalina y pasar un buen momento con los tuyos en un parque de diversiones, disfrutando de juegos como la montaña rusa.

# Extend to other modes



## Interpersonal

- Talk with a partner to find similarities in how you like/don't like to celebrate birthdays. Comment on likes, dislikes, preferences.

## Presentational

- Create an image that captures your ideal birthday celebration. Write the explanation of the event so that others are able to understand the image.



# Décrivez la famille....



# Une famille d'ours se rafraîchissent dans une piscine privée de ????

« Il y a des ours dans la piscine! » Voilà une phrase qu'on n'entend pas tous les jours. C'est pourtant ce qu'une petite fille s'est exclamée lorsqu'elle s'est aperçue que, oui, en effet, il y avait une famille d'ours dans la piscine hors terre de la cour arrière. La scène s'est produite à Rockaway, dans le New Jersey, à environ une heure à l'ouest de New York. Comme le déclare la description de la vidéo, les images sont accompagnées des « commentaires drôles d'une "enfant ébahi anonyme" ». La vidéo a été mise en ligne le jeudi 20 août sur YouTube par l'utilisateur Treflex. Elle atteindra bientôt les 50 000 visionnements.

du New Jersey

# Décrivez la famille....



# Extend to other modes



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# Extend to other modes



## Interpersonal

- Role play an interview with this young man.
- Share your opinions about the actions of this person. Talk over the “dangerous” things you have done.

## Presentational

- Write the comments you would include on any social media site where you saw this picture.
- Tweet to call attention to this event.

# Describe the image.



# Describe the image.





# Compare the images.




# La Historia detrás de Han Llegado a Berlín

Facebook recoge el final de la odisea de esta familia siria

La primera foto de esta familia fue una de las imágenes más simbólicas de la crisis de los refugiados


El grupo de Facebook Europa dice NO publicó el lunes esta foto de la familia siria Majid, que tras varias semanas de viaje ha conseguido llegar a Berlín.

En esta publicación podemos leer que “la foto del padre en lágrimas abrazando a sus hijos tras sobrevivir la peligrosa travesía y llegar a las costas de Grecia llegó a los corazones de millones de personas de todo el mundo. Hoy ha llegado sano y salvo a Berlín y podrá construir un nuevo futuro para sí mismo y para su familia”.



La primera foto de la familia, tomada el 16 de agosto por Daniel Etter en la isla de Kos y publicado por el New York Times publicada por el *New York Times*, se convirtió en una de las imágenes más simbólicas de la crisis de los refugiados. El fotógrafo escribió en *The Guardian* que la familia llegó en “una débil balsa de goma hecha para cuatro personas, pero abarrotada con 12”.

Cuando llegaron a la costa, se abrazaron entre lágrimas de alegría y de alivio. Nada Adel, profesora de inglés en Siria, explicó a Etter que habían tenido que pagar 6.500 dólares por el viaje de tres o cuatro horas de Turquía a Grecia. Huían de la ciudad de Deir Ezzor, en Siria, país en guerra civil desde 2011. “En toda mi carrera como periodista, nunca me he sentido tan abrumado por un momento que haya tenido la suerte de presenciar y la suerte de fotografiar”.



Según recoge el diario alemán *Bild*, en la foto podemos ver a Laith Majid (44), a su esposa Nada (43), y a los hijos Mustafa (18), Ahmed (17), Taha (9) y Nour (7). Pasaron un mes en camino, incluyendo un día encerrados en un camión que los llevó de Atenas a Berlín y del que sólo pudieron salir unos minutos por la noche. Actualmente se encuentran en las antiguas barracas de la policía del distrito berlinés de Spandau, que acogen a los refugiados que están llegando a Alemania. Nada explica al diario que han acudido al país porque “hemos oído que aquí hay ayuda, escuelas para los niños”.



# Extend to other modes



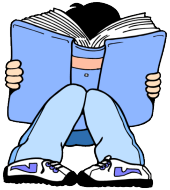
## Interpersonal

Students role play members of a refugee family. Each has a picture. They mix and mingle as they get to know each other. They discuss where they are from, who is in their family and where they hope to go and what they hope to do when they arrive there.

## Presentational

Students are given an image of a refugee family and assume they are a member of that family. They write a description of their family giving as many details as possible.

# Getting the most out of a text



- How can you best use this text in the **interpretive** mode?



- What **interpersonal** conversation would students be likely to have on this topic?



- What might students do in the **presentational** mode as a way of making learning more concrete?

# Les 5 personnes les plus vieilles du monde et leurs secrets de longévité

## Emma Morano-Martinuzzi, 115 ans, Italie

Emma Morano-Martinuzzi est née en novembre 1899. Elle explique devoir sa longévité à un régime alimentaire peu ordinaire. Quand elle n'avait que 20 ans, un médecin lui aurait prescrit de manger un œuf cru et un œuf cuit par jour, ce qu'elle fait encore aujourd'hui. Selon le quotidien italien *La Stampa*, elle se contente d'un verre de lait au dîner. Et si le secret était de se coucher et de se lever tôt? Elle est au lit à 19 heures et se réveille juste avant 6 heures.



# The 5 oldest people in the world and the secrets of their longevity

## Emma Morano-Martinuzzi, 115 years, Italy

Emma Morano-Martinuzzi was born in november 1899. She explains that she owes her longevity to a diet that is not very typical. When she was only 20 years old, a doctor prescribed eating a raw egg and a cooked egg every day, something that she still does today. According to the daily newspaper *La Stampa*, she is happy with a glass of milk at dinner. And if the the secret was to go to bed and to get up early? She is in bed at 7 pm and wakes up just before 6 am.



## “ Belle, dynamique et verte ”



Jack Sprennes  
Belle, dynamique et verte

Rennes Et Vezin le 05 avril 2013

**Maisons ou appartements ? Logements individuels ou collectifs ? Où vivraient les habitants de votre cité idéale ? Pourquoi ?**

» Peu de maisons (garder les anciennes) et beaucoup d'immeubles collectifs de 7 ou 8 étages pour densifier la ville centre et garder des espaces verts en centre-ville ou même créer/maintenir une ceinture verte autour de la rocade, comme à Rennes. Il faut limiter l'étalement urbain sans étouffer les citadins.

**Comment la vie s'organiserait-elle entre les espaces verts, les équipements de loisirs et les commerces ?**

» Une mixité forte entre les générations et les plus riches/plus pauvres afin de limiter les inégalités entre et dans les quartiers pour créer une dynamique. Des liaisons piétonnes et douces entre les pôles de quartiers et les activités, la majorité étant réservées aux transports en commun comme le cityval, futur métro automatique de Rennes à la Courrouze.

**Quels seraient les moyens de transports dans cette ville ? Pourquoi ? Comment seraient-ils organisés ?**

» Il y a pour cette ville dense, 2 lignes de métro et il faudrait encore de nombreuses pistes cyclables notamment verte au delà de la rocade pour relier les communes de la 1<sup>ère</sup> couronne. Dans la ville, on rajouterait des lignes de bus en sites propres et des interconnexions avec le métro et les parking relais, parkings ou seraient ajoutées des bornes de recharges pour voitures de locations électrique. Les autres villes de l'archipel seraient reliées en moins de 15 minutes par des navettes express reliées aux terminus des lignes principales. Le centre doit aussi gagner à être plus piéton, sans être moins accessible et plus joli et vert pour être aimé de tous, y compris des touristes qui boudent encore trop la ville.



# Comment la vie s'organiserait-elle entre les espaces verts, les équipements de loisirs et les commerces ?



Une mixité forte entre les générations et les plus riches/ plus pauvres afin de limiter les inégalités entre et dans les quartiers pour créer une dynamique. Des liaisons piétonnes et douces entre les pôles de quartiers et les activités, la majorité étant réservées aux transports en commun comme le cityval, futur métro automatique de Rennes à la Courrouze.

# Work Time

